

SWEET BRIAR COLLEGE



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STATE OF THE COLLEGE: A TEN-YEAR REVIEW, 1950-1960, OF SWEET BRIAR COLLEGE, PUBLISHED AT THE DIRECTION OF THE BOARD OF OVERSEERS. *Bulletin of Sweet Briar College, Volume 43, Number 4, September 1960.* Published by the College in February, April, July, September, November (two issues). Second class postage paid at Sweet Briar, Virginia.

OUR ABUNDANT VIEW, THE STUDENTS, THE FACULTY, THE CURRICULUM, THE ENVIRONMENT, PRESIDENT'S REPORT, THE STUDENT INVESTMENT, THE COLLEGE INVESTMENT, THE BENEFACTORS' INVESTMENT, THE ALUMNAE, THEN AND NOW

SWEET BRIAR

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**Also serve on the Board of Directors, for life*

This report, addressed to all who share our enthusiasm for the continued growth and development of Sweet Briar College, signifies the close of one of the most eventful decades in the College's entire history. The decade has been one of growth, change, adjustment, re-evaluation, even ferment, in higher education. Sweet Briar has been fortunate, in these challenging years, to have had the wise and determined leadership of Anne Gary Pannell, who, as President of the College since 1950, has been so influential in all of the constructive achievements we have enjoyed. We offer this report at a time when both the student and the College are confronted with unprecedented demands for excellence. So keen is the competition for admission to college that we have the obligation to ask of her: "Are you, among the hundreds who apply for admission, the one who will make the most of the opportunities available to you at Sweet Briar?" So diverse are the colleges and universities open to her that she has a right to ask of us: "Can Sweet Briar offer me the foundation I need for life after college, be it centered around home, career or civic responsibilities?" The aim of this report is to give a factual appraisal of the State of the College, with some perspective on the trends which have led us to the present, as well as a concise forecast of the progress, developments and achievements which we anticipate for the future.

With confidence in the support and interest of our alumnae, parents, and friends, we approach the future with an abundant view.

OUR ABUNDANT VIEW

It is certainly not unique among colleges that the number of applications for admission to Sweet Briar has accelerated over the past ten years at a much faster rate than the capacity of the College. The spectacular surge in admission applications, from 407 in 1950 to 840 in 1960, suggests the changing character of the student population.

From the greater numbers of applicants the College can select those students whose qualifications, academic and personal, not only presuppose the fullest use of the College's educational resources, but also lead to the composition of a college community that is, on the whole, earnest, mature, and cosmopolitan in character.

With the ever-increasing numbers of applications has come the need for greater selectivity, by tests used on a national basis for colleges and universities, as well as the College's own admission standards and criteria. All applicants since 1948 have been required to submit scores for the Scholastic Aptitude Test of the College Entrance Examination Board, and take three Achievement Tests, including English. Since 1955, the median score of freshman applicants on both the verbal and mathematics tests has increased sharply, a positive index to the quality of the entering students. In 1959, 45% of those entering from independent schools were in the top quarter of their preparatory school classes, while 77% were in the top quarter from public schools. Of the freshman class in 1959, 41% studied in public schools, 40% in independent schools, and 19% in both. This is fairly typical of all the classes in the decade. The majority

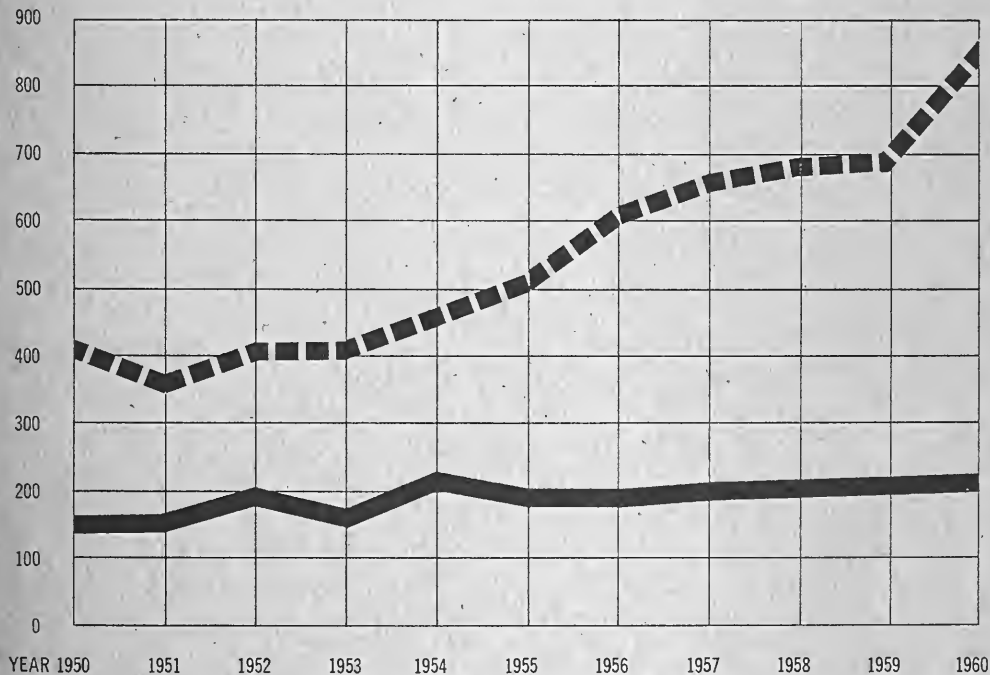
THE STUDENTS

of the student body originates from the Southeast and Northeast, in almost equal numbers, but student representation from other parts of the nation, as well as numerous foreign countries, gives the campus a cosmopolitan character. One of the historical problems at all women's colleges, including Sweet Briar, has been the attrition in the student ranks in the first two years. It is heartening to see, particularly in recent years, a slight trend in the other direction, with more students completing the four-year program. Over the past ten years there has been a gradual widening of interest in such majors as science and mathematics, corresponding to the national demand in these fields. The prevailing choice has been English, with 104 of the 803 graduates majoring in this field. The next five majors in order of demand have been government, religion, psychology, history and French. At Sweet Briar there are numerous special opportunities for the gifted student, notably the Honors Plan of Study, a plan which provides that one half of the academic work of the last two years shall be done in five selected units of independent investigation under tutorial guidance, freeing the student from much of the regular routine of classroom work. At the close of the senior year the student is tested on her honors study by oral and written comprehensive examinations. In the past ten years, 35 students have graduated with honors under this plan.

APPLICATIONS ADMISSIONS

■■■ APPLICATIONS

■■■■ ADMISSIONS*



*This includes advanced standing, foreign, and unclassified students.

FACULTY SALARY RANGE											
		\$1000	\$2000	\$3000	\$4000	\$5000	\$6000	\$7000	\$8000	\$9000	\$10,000
PROFESSORS	'50-'51						\$5,200-\$4,400				
	'60-'61	\$9,300-\$7,300									
ASSOCIATE PROFESSORS	'50-'51					\$4,400-\$3,500					
	'60-'61						\$6,800-\$6,200				
ASSISTANT PROFESSORS	'50-'51				\$3,800-\$3,200						
	'60-'61						\$6,100-\$5,100				
INSTRUCTORS	'50-'51			\$3,400-\$2,400							
	'60-'61					\$5,500-\$4,300					

One of the most important functions of the College administration is to choose from the ranks of qualified teachers a faculty which will develop and maintain the highest standards of academic excellence.

Sweet Briar has been fortunate, not only in attracting excellent new faculty members in the last decade, but in keeping, as a firm basis for growth, a large majority of the senior faculty members who provide a fundamental strength and character to the college program. Over the last ten years the faculty salaries have increased significantly, strengthening Sweet Briar's position in relation to the national demand for teachers who will advance the College's program.

THE FACULTY

Of the sixty-nine men and women on the teaching staff at Sweet Briar in 1959-1960, 24 were full professors, 12 associate professors, 16 assistant professors, 9 instructors, 3 assistants, and 5 visiting lecturers. The academic attainments of the faculty are indicated by the high number of advanced degrees: 37 Ph.D.'s, 20 Masters. The majority of the faculty members—65%—reside on the Sweet Briar campus, one important factor in the cohesiveness of faculty-student relationships. On and off the campus, faculty and staff members exhibit a lively interest in community affairs. They

hold office and participate in the Parent-Teachers Association, two of them having served as president in the last two years.

Some of them give lectures at the local schools, participate in such functions as church choirs and committees, and work in the local Red Cross chapter, the Amherst County Health and Welfare Council, county agencies, the Lynchburg Training School and Hospital, and the Lynchburg Y.W.C.A. Twenty-two individuals on the faculty have been recognized for their contributions to professional journals, along with others who have distinguished themselves in poetry, biography, fiction, criticism and playwriting, as well as such published musical works as sonatas, symphonies, and orchestral suites. Among the fellowships and

grants earned by faculty members in the last ten years are Rockefeller, Guggenheim, and Fulbright grants; fellowships of the American Philosophical Society, the Danforth Foundation, the Huntington Hartford Foundation, the Southern Association of Colleges and Secondary Schools, and Southern Fellowship Fund summer grants-in-aid; fellowships from the American Association of University Women; and grants from the American Council of Learned Societies, and the Newberry Library. In aggregate, faculty members hold bachelor's degrees from 64 colleges and universities; master's degrees from 58, and doctorates from 35. Ten faculty members have earned degrees or diplomas from foreign universities or conservatories.

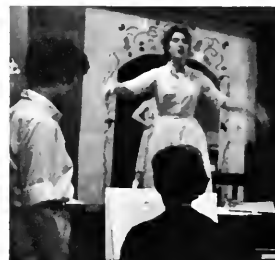
The Sweet Briar curriculum has historically struck a balance between the traditional and the contemporary, as well as between breadth and specialization, within a liberal arts framework designed to foster independent judgment, disciplined imagination and respect for sound evidence on the part of the student. In keeping with the quality of the

students, as well as their earnest expectations in preparing for career and home after college, there have been serious and thoughtful evaluations of the curriculum in recent years by faculty, administration, and students. *Significant aspects of the curriculum:* the Group Plan, designed to provide for a distribution of the student's work in the different major fields of knowledge during her first two years; the major programs of study including Art, Biology, Chemistry, Economics, English, French, Government, History, Latin, Mathematics, Modern Languages, Music, Philosophy, Psychology, Physics, Religion, Sociology, and Spanish; the interdepartmental majors in American History and Literature, Drama, Physical Mathematics, Pre-Medical Sciences, and Psycho-Sociology; the divisional majors in International Affairs and Political Economy. Each student must pass a comprehensive examination at the end of the final semester of her senior year as a part of her major requirement. In many departments a senior seminar gives the student a chance to work in a special field or serves to fill gaps for the major as she prepares for her comprehensive examination. Students of unusual ability who have intellectual initiative and a preference for independent study may enroll under the Honors Plan of Study for their junior and senior years.

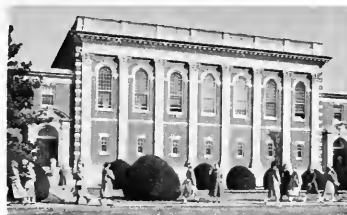
There have been no major changes in the basic structure of the curriculum in the past ten years, but in some important respects the content and range of the courses have been altered. Numerous plans have been introduced, or strengthened, to provide the gifted students with opportunities to advance in accord with their unique abilities, and where contemporary national and world trends have indicated it, new courses have been introduced. An outstanding example is the program in Asian Studies, announced in 1959 as a cooperative program with two neighboring colleges, in response to student interest in knowledge of non-Western civilization. This joint program, which begins this year, was initiated under a \$100,000 Ford Foundation grant.

THE CURRICULUM





THE ENVIRONMENT





ANNE GARY PANNELL

Only those who have worked and planned at the College, met new challenges and risen to new strengths in these past ten years, can know all that has contributed to this period of consolidation and growth. In this group are the Dean and eight other administrative officers, 25 of the present faculty of 69; and a majority of the remaining employees who keep the College running and tend to the comforts of its students, faculty and staff.

Material changes in the campus since 1950 have been significant. A new dormitory, William Bland Dew, was completed in 1956. It houses 82 students. Construction of the new Auditorium-Fine Arts Center, the materialization of plans and dreams which began at least thirty years ago, is progressing steadily and should be completed a year hence. A Memorial Chapel, a Science Building, and another dormitory are now being planned and will be added to the campus before this decade is much more than begun.

Student enrollment has increased to over 550 this year, one hundred more than ten years ago. With the addition of another new dormitory, the College can admit a larger proportion of the well-qualified candidates who are now applying for admission, with a consequent enrollment of 650.

Assurance that the enrollment can be increased, and that the academic standards will continue to rise at the same time, is based on the recent sharp upward curves in both number and quality of applicants.

More and more opportunities are open to entering students, in particular. They are encouraged to enroll in advanced courses, or in classes where the pace is accelerated, or they may choose topics to pursue independently. Teaching these students becomes at once more exciting and more taxing, and the resources of the library are used more extensively and diligently by all members of the academic community. Students and faculty alike are actively appraising the curriculum and a number of fundamental revisions are bound to emerge within the near future.

Is this academic ferment responsible for an encouraging reversal in the trend to drop out at the end of the sophomore year, so long an unhappy fact here as in other women's colleges? It may be too early to draw this conclusion with assurance. But freshening winds—sometimes bordering on squalls—are swirling

THE PRESIDENT'S REPORT

through the halls and groves of *Academe*. They arise out of the restless intellectual questioning, and the greater seriousness of purpose, found among Sweet Briar students at the beginning of 1960.

If one of the most evident changes in the past ten years has occurred in the intellectual make-up of Sweet Briar freshmen, other changes are also evident. The nation-wide competition for the best teachers has brought changes in what Sweet Briar does for its faculty. Instructional salaries have increased 74% in the past decade, and this increase would be much higher if additional monetary benefits such as low rent and utilities costs, social security and retirement payments, and medical insurance plans were counted.

To the Carter Glass Chair of Government—the only endowed professorship at Sweet Briar ten years ago—have been added the Wallace E. Rollins Professorship of Religion, the Rockefeller-Guion Professorship of Chemistry, and the Whitney Professorship of Physics. Two more endowed chairs have recently been started: the Lucy Crawford Professorship of Philosophy, and the Helen K. Mull Professorship of Psychology.

The most dramatic, and potentially the most significant, addition to the curriculum is the inauguration this year of a new program in Asian Studies. Developed in conjunction with our neighboring colleges, Randolph-Macon Woman's College and Lynchburg College, and supported by a \$100,000 grant from the Ford Foundation, this new three-year course will treat, in depth, India, Pakistan, Southeast Asia, China, and Japan.

In response to the country-wide demand for more and better-educated teachers—particularly science teachers—Sweet Briar has in many ways encouraged its graduates to become teachers. As students, they may try their wings as practice teachers in local schools. Effort has also been directed towards strengthening the offerings in science. The results have been gratifying. To cite but one example, the Physics Department has developed from a single professor with few major students to three teachers, offering many more courses to a growing number of major students.

Greater emphasis, too, has been put on language teaching. A well-equipped Language Laboratory, made possible by a grant from the Fund for the Advancement of Education, has accelerated and made more effective Sweet Briar's instruction in French, Spanish, German, and Italian. The results have been conspicuously gratifying for beginning students.

Instruction and learning in the fine arts—music, art, drama, and writing—will gain new impetus with the opening of the Auditorium-Fine Arts Center. Its modern facilities, and the centralization of

(Continued on Next Page)

classrooms, practice and teaching studios, and libraries, will effect a better use of time, both for professors and students, in those areas.

Among Sweet Briar's immediate goals to be reached as soon as possible in this decade are:

1. A faculty salary scale equal to those of the best private colleges in the country.
2. A strengthened curriculum which gives the student greater responsibility for her own intellectual growth.
3. Students of the highest calibre, attracted from public and private schools in every state and from other countries.
4. An expanded student scholarship and loan program.
5. A new Science Building, Chapel, Dormitory, and Administration Building.
6. Four million dollars in new endowment funds to create a total endowment of \$6,500,000, or \$10,000 per student.

To meet these goals the College must continue to deserve the interest and support of its alumnae, parents, and friends. To that end I pledge my own efforts, confident that Sweet Briar's Board of Overseers, its students, faculty, and staff will join me in making all who love this College as proud of it as I am to be its president.

Gene Powell







Corresponding with the rise in the cost of higher education, student tuition and other fees have increased from \$1,450 in 1950 to \$2,400 in 1960.

At the same time there have been significant increases in the ways and means provided students to help them finance their education.

In 1950-1951, scholarship awards were held by 44 students. There were 10 endowed scholarship funds, totaling approximately \$74,000. By 1959-1960 the number of scholarship awards had increased to 55 students. There were 35 endowed scholarship funds, valued at approximately \$450,000.

Whenever the comprehensive fee was increased, grants equal to the fee increase were available to all students already enrolled.

The amount of scholarship aid rose from \$23,558 in 1950-1951 (with individual grants ranging from \$100 to \$1,615) to \$77,550 in 1959-1960 (with individual grants ranging from \$200 to \$2,400). The endowed scholarship income per student rose from \$7.90 to \$32.06.

In the ten-year period there were 29 Amherst County residents, faculty children and children of faculty from other colleges who received grants toward tuition costs.

The College has also provided many more opportunities for students who wished to help finance their education under the self-help plan. In 1950-1951, there were 65 self-help jobs available, 63 students working and reported earnings of \$5,872.

Ten years later, the number of available self-help jobs had risen to 111; 97 students were employed, and the reported earnings exceeded \$14,000. In addition, students working at certain campus concessions earned \$1,813, making a total of \$15,813 in self-help income.

Another indication of the initiative of the students in financing their education comes from the report of summer activities in 1959, when 215 of the 539 students in the College worked at summer jobs, earning more than \$60,000.

THE STUDENT INVESTMENT

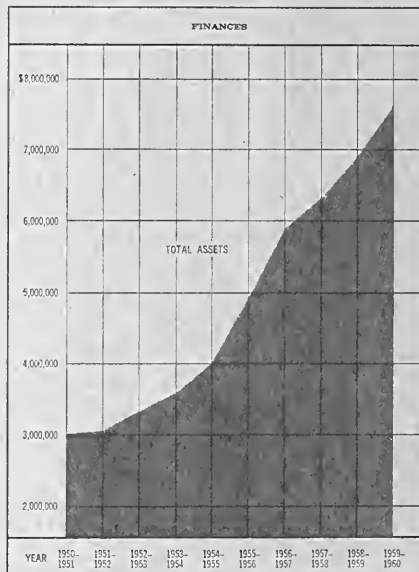
THE COLLEGE INVESTMENT

One of the striking developments in the last decade has been the strengthening of the College endowment, from a book value of \$995,827 in 1950-51, to a book value of \$2,579,617 in 1959-60. The endowment per student has risen from \$2,253 in 1950-51, when there were 442 students enrolled, to \$4,786 in 1959-60, when there were 539 students. Since 1950, the College has invested \$1,048,955 in major repairs and capital improvements. As reflected in the College's financial report for the fiscal year 1959-60, 53.06% of the operational income comes from tuition fees, 6.09% from endowment income, 4.42% from gifts and grants, 1.77% from other sources, 32.58% from auxiliary enterprises, and 2.08% from gifts, grants and endowed funds for student aid. Of the College's total educational and general expenditures for 1959-60, 8.35% went to general administrative expenses, 7.57% for student services, 8.37% for public services and information, 6.85% for general institutional expenditures, 45.68% for instruction, 4.88% for the library, and 18.30% for the operation and maintenance of the College plant. The greatest problem in financing the College has been, and still is, the lack of adequate endowment. Despite the notable increase in the last ten years, additional endowment, in the neighborhood of \$10,000 per student for a student body of 650, is needed to give the College a sound financial base for its operations and improvements in all areas of its program in the years ahead.

CONDENSED BALANCE SHEETS

for the Fiscal Years Ending 6/30/51 and 6/30/60

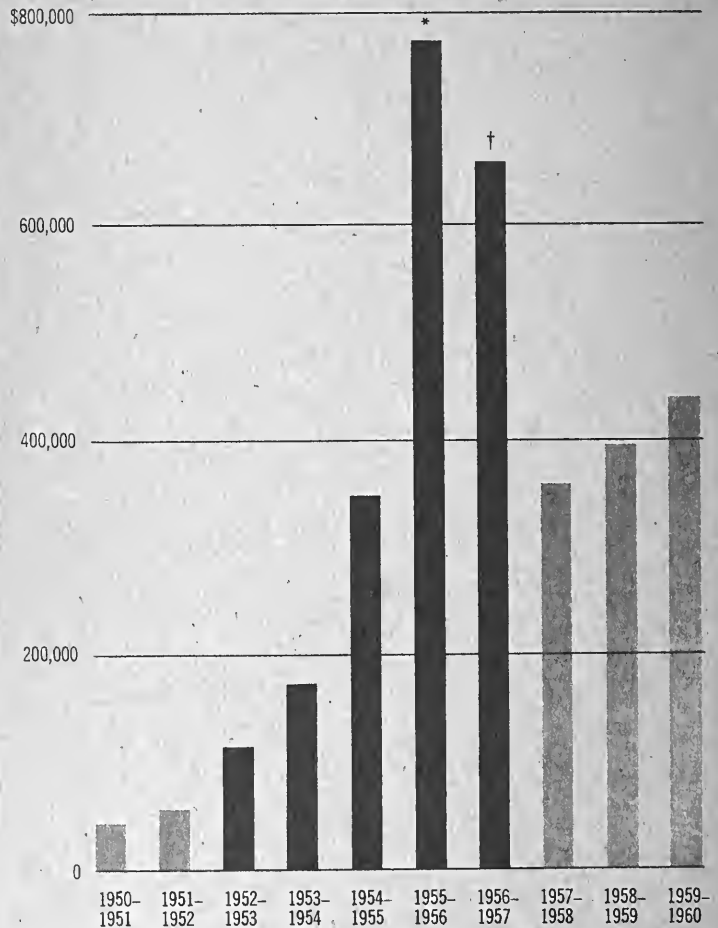
ASSETS	For Year Ending June 30, 1951	For Year Ending June 30, 1960
Cash	\$ 139,891	\$ 510,687
Accounts Receivable	4,916	41,862
Prepaid Expense	23,159	83,780
Investments	1,061,394	4,186,586
Land, Buildings, & Equipment	1,771,588	2,867,806
	\$3,000,948	\$7,690,721
LIABILITIES		
Accounts Payable & Other Current Liabilities	\$ 79,021	\$ 243,841
Notes Payable	—	123,904
Fund Balances:		
Restricted Current Fund	34,970	165,832
Loan Fund	—	20,719
Endowment Fund	994,103	2,579,617
Half-Century Fund	—	860,263
Plant Fund	1,850,998	3,399,295
Accumulated Surplus*	41,856	297,250
	\$3,000,948	\$7,690,721



*Accumulated surplus includes working capital, enables the college to make improvements to the plant and is used to increase scholarship and faculty salary endowment funds.

GIFTS, GRANTS AND BEQUESTS

THE HALF-CENTURY CAMPAIGN YEARS



* includes \$375,000 from anonymous Southern Foundation for Auditorium-Fine Arts Center

† includes \$361,500 from the Ford Foundation for faculty salary endowment

In 1950, the Development Committee of the Board of Overseers began a study of the resources and financial needs of the College which led to the Fiftieth Anniversary Development Program, designed to add \$2,500,000 to building and endowment funds by the end of 1956. In four years, 1953-57, the alumnae, board members, faculty and staff, students and parents, aided by foundations, corporations and other friends, gave over \$2,000,000 to the College.

Since the beginning of the organized Development Program in 1953, major gifts to Sweet Briar have included: \$393,000 from an anonymous Southern foundation; \$113,000 from five members of the Rockefeller family, designated for the Rockefeller-Guion Professorship of Chemistry; \$50,000 from Mr. and Mrs. John Hay Whitney, also in honor of Dr. Guion and designated, at her request, for the Whitney Professorship of Physics; \$361,500 from the Ford Foundation for faculty salary endowment (including an accomplishment grant of \$138,500); \$91,000 from an anonymous donor for scholarships; \$50,000 from anonymous friends in Texas for the Auditorium-Fine Arts Center; \$50,000 from the Watson Foundation for a Chapel; \$50,000 from the James Foundation for the Science Building; \$50,000 from the Kresge Foundation as one-third of the endowment for the Wallace E. Rollins Professorship of Religion; \$108,000

in bequests from Professor Helen K. Mull and her mother, allocated for an endowed professorship of psychology; \$262,300 from national and local corporations (since July 1956), two-thirds of this through the

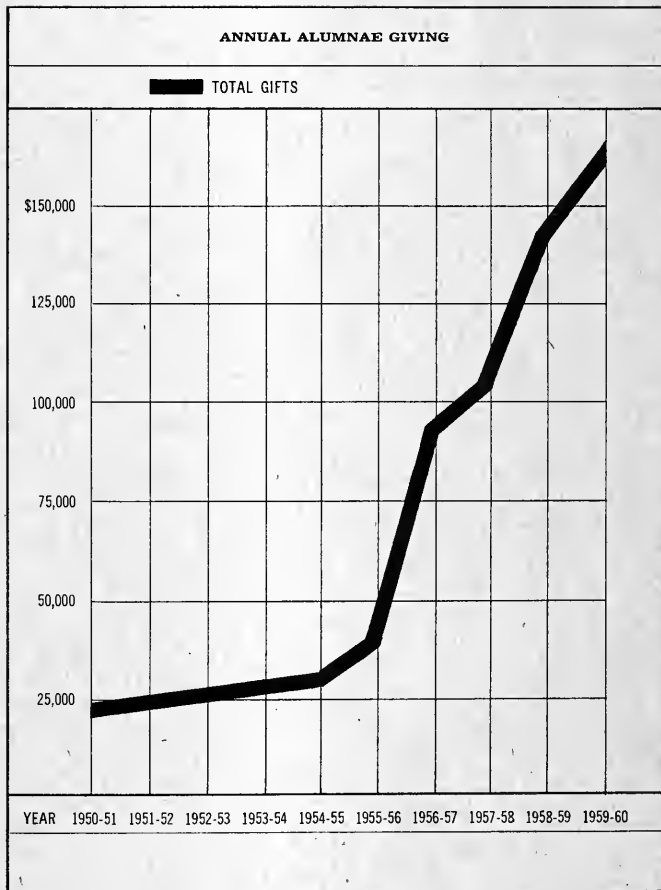
Virginia Foundation for Independent Colleges for faculty salaries and the Science Building. The Kresge Foundation has recently offered the College a second conditional grant of \$25,000 for the chapel. Major gifts for purposes other than buildings or endowment include \$100,000 from the Ford Foundation to support the three-year program in Asian Studies at Sweet Briar, Randolph-Macon Woman's College, and Lynchburg College; and \$25,000 from an anonymous donor for special equipment in biology and chemistry. During the Half-Century Campaign, parents of Sweet Briar alumnae and undergraduates contributed \$131,000 to the College for new buildings and endowment. In May 1956, six members of the Parents Advisory Board formed a volunteer Parents Fund Committee. In the four years since then, \$269,354 has been given to the College through The Parents Fund, making a total of more than \$400,000 given by parents in the last seven years.

THE BENEFACTORS' INVESTMENT

Sweet Briar alumnae, though scattered far and wide, maintain an active interest in the College.

One indication of their support and enthusiasm is the dramatic increase in annual alumnae giving over the last decade, from \$24,429 in 1950-51 (with 29.5% participation) to \$165,272 in 1959-60 (with 46.3% participation). In addition, the alumnae have established 19 scholarships in the last ten years, varying in value from \$200 to \$1,200. The sale of Dutch Bulbs, a unique project of the Sweet Briar Alumnae Association, has yielded a profit of \$101,000 since its start in 1952. Since 1950, 72 Sweet Briar alumnae have received advanced degrees following graduate study at colleges and universities in the United States and abroad, with representation in all fields of academic interest and specialization. In response to a questionnaire submitted to the 1960 graduating class, 16% indicated definite plans to attend graduate schools and 13.5% indicated definite plans to enter teaching. In their first year out of Sweet Briar, 66 of the 89 members of the Class of 1959 reported as follows: teaching, 22 (33.3%); graduate study, 23 (34.8%); other work, 21 (31.9%). Twenty were married, of whom most were teaching, attending graduate school, or were otherwise employed. Since 1950, 92 Sweet Briar students and 17 alumnae have been elected to Phi Beta Kappa by the College's Chapter, Theta of Virginia. Sweet Briar alumnae are now active in 43 established alumnae clubs across the United States, and in 33 states there are numerous alumnae who, in cooperation with the Faculty Committee on Admissions, provide an invaluable service by representing the College at secondary school conferences and by meeting with prospective students for individual consultation. Six alumnae are now serving on the Sweet Briar College Board of Overseers.

THE ALUMNAE



THEN & NOW

1950-51		1959-60
442	number of students	539
407	number of applications	836
154	entering freshmen	193
79	size of graduating class	95
\$1,450	comprehensive fee	\$2,400
44	scholarship awards	55
\$74,000	endowed scholarships	\$449,393
65	number of self-help jobs	111
\$5,872	self-help income	\$15,813
76,250	library book collection	97,000
60	number of faculty	69
5,104	number of living alumnae	5,998
29.5%	alumnae giving participation	46.3%
\$24,429	annual alumnae giving	\$165,272
2	number of alumnae scholarships	21
\$995,827	total endowment (book value)	\$2,579,617
\$1,200,593	total endowment (market value)	\$3,913,218
\$2,253	endowment per student (book value)	\$4,786
\$2,716	endowment per student (market value)	\$7,260



ADMINISTRATION

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President

Mary J. Pearl, Ph.D.

Dean

Julia S. deColigny, A.B., M.A.

Assistant Dean, Director of Vocational Guidance

Dorothy Jester, A.B.

Dean of Students

Jeanette Boone, A.B.

Recorder

Jean Louise Williams, A.B., A.M.

Director of Admission

Peter V. Daniel, B.A.

Treasurer and Assistant to the President

Mabel M. Chipley

Assistant Treasurer

Martha von Briesen, A.B., A.M.

Director of Public Relations

John H. Detmold, A.B.

Director of Development

Elizabeth Bond Wood, A.B.

Executive Secretary, Alumnae Association

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